

door blow open for a moment and to peep through. Let your collection of scraps therefore seem to your class an amiable eccentricity of your own.

By such means a picture of this world may be made to grow in the most natural way in the pupil's mind. But it needs thought, time, and careful preparation. A teacher must like the subject for its own sake to do this kind of thing.

We need not stop at pictures and photographs. Almost every object has its geographical aspect and is available, if only the knowledge of the teacher is sufficiently wide. Even a collection of models and objects sold for the purpose might conceivably be utilized. The only absolutely indispensable requisites are wide knowledge and descriptive skill on the part of the teacher. Perhaps we should add a very considerable amount of leisure and energy, though these rare conditions seem to go without saying in all educational essays, possibly because most educational essayists are also enthusiastic educationalists, and do not realize, or have no patience with, the mortal nature of the teacher who does not write.

In this way we rise from mere list, map, and diagram learning to genuine descriptive geography. Not only do we attempt to teach *Where is A?* but also, *What kind of a place is A?* Possibly if that is well done it should satisfy a reasonable ambition. But, as the average age of the class rises, a little thinking of the causes of things may be allowed to creep in rather than be designedly aimed at. It *must* do so if the teacher is to any extent geologist, physicist, or historian. We may incidentally discover why most towns stand on rivers, or why London is richer than Gloucester; why Liverpool distanced Bristol in the American trade, or why Scotland is poor. But beware of too much insistence upon the inevitableness of

political geography and the positions of towns, or you may presently have pupils asking why Spain is poor, Galicia Austrian, or Babylon a desert. Sooner or later a question of this sort will crop up which it will either be inconvenient or impossible to explain.

The quality of the facts that may be chiefly considered in descriptive geography does not vary so widely as people imagine. A certain class of facts appeal most vividly to school children, and the next best is only the next best. I cannot imagine how "commercial geography" and trade details can possibly be anything else but boredom to any pupils but the precocious sons of self-discussing merchants. As a matter of fact, children have learnt the chief imports and exports of countries for years, and I think most grown-up people who can recall their school days will agree that this part of the subject stood absolutely alone in its terrific dullness. Of course children like to know where things come from, how they are made, and so forth, and if that alone is intended by commercial geography, there is no harm in it. But jargon about the markets of the world, export of nitrates and barilla, and trade in calamine, is merely so much crackling of thorns under the pot of the enterprising rather than conscientious teacher.

Physical geography, except where the science master adds geography to his duties, scarcely grows naturally out of the ordinary school subjects. It is perhaps better regarded as being absolutely separate. An opinion has already been intimated in this paper that it is anything but an elementary subject. If it is studied at all in schools, it should clearly follow a sound and experimental course in heat, and should indeed be simply a series of complex concrete instances of the principles of that science. Beyond this the subject becomes rather